

U.S. Department of Education
2015 National Blue Ribbon Schools Program

[X] Public or [] Non-public

For Public Schools only: (Check all that apply) [] Title I [] Charter [] Magnet [] Choice

Name of Principal Mr. David Buzzard

(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name South Side Middle School

(As it should appear in the official records)

School Mailing Address 720 Columbiana Waterford Road

(If address is P.O. Box, also include street address.)

City Columbiana State OH Zip Code+4 (9 digits total) 44408-9499

County Columbiana County State School Code Number* _____

Telephone 330-482-5354 Fax _____

Web site/URL http://www.columbianaschools.org E-mail david.buzzard@columbianaschools.org

Twitter Handle _____ Facebook Page _____ Google+ _____

YouTube/URL _____ Blog _____ Other Social Media Link _____

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

_____ Date _____

(Principal's Signature)

Name of Superintendent* Mr. Donald Mook

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

E-mail:

donald.mook@columbianaschools.org

District Name Columbiana Exempted Village School District Tel. 330-482-5354

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

_____ Date _____

(Superintendent's Signature)

Name of School Board

President/Chairperson Mr. Tony Roncone

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

_____ Date _____

(School Board President's/Chairperson's Signature)

**Non-public Schools: If the information requested is not applicable, write N/A in the space.*

PART I – ELIGIBILITY CERTIFICATION

Include this page in the school’s application as page 2.

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school’s eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) each year for the past two years and has not been identified by the state as “persistently dangerous” within the last two years.
3. To meet final eligibility, a public school must meet the state’s AMOs or AYP requirements in the 2014-2015 school year and be certified by the state representative. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2009 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2010, 2011, 2012, 2013, or 2014.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Question 1 is not applicable to non-public schools)

1. Number of schools in the district (per district designation):
- 1 Elementary schools (includes K-8)
 - 1 Middle/Junior high schools
 - 1 High schools
 - 0 K-12 schools
- 3 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
 - Suburban with characteristics typical of an urban area
 - Suburban
 - Small city or town in a rural area
 - Rural
3. 6 Number of years the principal has been in her/his position at this school.
4. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	31	40	71
6	41	40	81
7	42	33	75
8	37	37	74
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total Students	151	150	301

5. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 1 % Asian
 - 0 % Black or African American
 - 0 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 95 % White
 - 4 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

6. Student turnover, or mobility rate, during the 2013 - 2014 year: 9%

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2013 until the end of the school year	11
(2) Number of students who transferred <i>from</i> the school after October 1, 2013 until the end of the school year	10
(3) Total of all transferred students [sum of rows (1) and (2)]	21
(4) Total number of students in the school as of October 1	235
(5) Total transferred students in row (3) divided by total students in row (4)	0.089
(6) Amount in row (5) multiplied by 100	9

7. English Language Learners (ELL) in the school: 0 %
0 Total number ELL
 Number of non-English languages represented: 0
 Specify non-English languages:
8. Students eligible for free/reduced-priced meals: 38 %
 Total number students who qualify: 114

Information for Public Schools Only - Data Provided by the State

The state has reported that 41 % of the students enrolled in this school are from low income or disadvantaged families based on the following subgroup(s): Students eligible for free/reduced-priced meals

9. Students receiving special education services: 14 %
43 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

- | | |
|--------------------------------|--|
| <u>5</u> Autism | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deafness | <u>4</u> Other Health Impaired |
| <u>0</u> Deaf-Blindness | <u>28</u> Specific Learning Disability |
| <u>1</u> Emotional Disturbance | <u>2</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>0</u> Mental Retardation | <u>0</u> Visual Impairment Including Blindness |
| <u>0</u> Multiple Disabilities | <u>3</u> Developmentally Delayed |

10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of personnel in each of the categories below:

	Number of Staff
Administrators	1
Classroom teachers	12
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	9
Paraprofessionals	1
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	2

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 14:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Daily student attendance	95%	95%	95%	95%	95%
High school graduation rate	0%	0%	0%	0%	0%

13. **For schools ending in grade 12 (high schools)**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2014

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes No

If yes, select the year in which your school received the award.

15. Please summarize your school mission in 25 words or less: Mission Statement: South Side Middle School is committed to educational excellence for our students, staff and community.

PART III – SUMMARY

Columbiana South Side Middle School is a 5th-8th grade public school that is part of the Columbiana Exempted Village School District in Columbiana, Ohio. Columbiana is a small town with rural roots that sits south of metropolitan Youngstown, Ohio. While Columbiana has grown in recent years, the town still embraces its small town values and traditions. Similarly, the school culture is one of intimate and individualized instruction. Teachers and administrators know the names of every student, and this familiarity fosters a close, nurturing school atmosphere. This atmosphere effectively lends itself to developing and fostering a flourishing community of readers and writers.

Students at South Side Middle School are readers. Every student carries a book that he or she has chosen to every class. While this fervor is rooted in the English Language Arts instruction, the effects are felt throughout the school community. Students choose what to read, and expectations for reading every day are set high at every grade level. This expectation is not a canned program, or a “reading-for-points” initiative. Instead, students are encouraged to become good readers by making intrinsic choices based on interest and curiosity. Books are discussed in English classes, and expectations for growth and stretching as readers are firm. While the classroom atmosphere differs slightly from grade level to grade level, the foundational vision of choice, daily reading and close reflection and analysis is consistent across grade levels. Books are in hand at all times, and this permeates the school atmosphere across all curricula and activities.

Wide ranges of reading material help the students in our small town to grow emotionally and culturally. Most of our students live relatively sheltered lives, given their community; many simply do not venture beyond their immediate surroundings. Therefore, offering students breadth of experiences and knowledge is a priority in our district. Reading and literacy has proved the best platform to achieve this end. As students read widely, they develop the potential to imagine a life beyond their front doors. This, in turn, fosters curiosity that spills into other content areas.

This inquisitiveness then grows, and is captured by inquiry in other classrooms. This allows our students to begin to see the world beyond their front doors through the lenses of reading and science and art or whatever has sparked their interest. Practically, this propels students to participate in programs that give them opportunities to engage individual interest; programs like the Youngstown State University English Festival, Destination Imagination and Great Lakes Science Fair have flourished in our district, not because of a teacher pushing a program, but because students are engaged and curious learners. With luck, they remain curious learners motivated to pursue higher education and personally rewarding careers.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

During the school year of 2007-2008, the entire Columbiana Exempted School District spent time examining both Literacy and Math practices and curriculum across all grade levels. This examination took nearly two years of work by Literacy and Math committees led by both administration, Mahoning County ESC consultants and teacher leaders in each content area. The end result of this work was a Balanced Literacy and Math Framework that was embraced by South Side Middle School Language Arts and Math teachers. The philosophical framework that was adopted and continues to be followed is outlined below:

Balanced Literacy Framework

1. Standards (Assessment and Accountability)
2. Responsive to INDIVIDUAL needs (Differentiation)
3. Integrated (Cross-Curricular)
4. Diagnostic/Measurable Growth for ALL (Data/Progress/Process-Reflect/Revise/Reassess)
5. Student Centered (Instructional Level/Choice)
6. Resources (Teacher Knowledge)/On-going Professional Development (Gain, Share, Change and Employ Best Practices from Literature and Skills-Based Approaches-BALANCED)
7. Shared Accountability (Home/School Partnership and Community Support)
8. Rationale Needs Communicated

Balanced Literacy Components

1. Read Aloud
 2. Shared Reading
 3. Guided Reading
 4. Independent Reading
 5. Word Study
 6. Shared Writing
 7. Interactive Writing
 8. Writer's Workshop
 9. Independent Writing
 10. Math Framework-
- Mission-Math is more than Arithmetic. Mathematics is the language that we use to communicate our understanding of the world. Our Math curriculum and instruction supports the development of independent thinkers and learners for success in a changing global environment.
 - Goal-Consistency with curriculum across grade levels.
1. Aligned to Standards (both content and process)
 2. Responsive to INDIVIDUAL needs (Differentiation)
 3. Appropriate Vocabulary/Higher-Order Thinking Skills
 4. Integrated/Cross-Curricular
 5. Diagnostic/Measurable Growth for ALL-Best Practice (Data/Progress/Process-Reflect/Revise/Reassess)
 6. Authentic and Aligned Assessments/Diagnostic Homework
 7. Student Centered (Active Learning/Multiple Intelligences)
 8. Resources (Aligned)/On-going Professional Development (Gain, Share, Change and Employ Best Practices)
 9. Technology Integration
 10. Shared Accountability (Home/School Partnership and Community Support)
 11. Rationale Needs Communicated

These frameworks revolve around literacy, and student buy-in of reading and interpreting the world through what they encounter—both in reading and everyday life. Mathematics is considered a “language” and reading is an authentic means for understanding the world. Consequently, these frameworks extend beyond the Language Arts and Mathematics classrooms.

Specifically, the Math and Literacy frameworks are embraced by teachers of Social Studies and Science. These curricular areas build upon and reinforce the literacies taught in the Language Arts and Math classrooms. In fact, as students learn about reading and interpreting data, and move on to analyze and inquire, the distinctions between subject areas blur and become negligible. Reading, interpreting and analyzing become the cornerstone for all instruction, and true “cross curricular” understandings emerge without utilizing “canned” cross-curricular projects planned for a distinct time period or purpose. A deep understanding of true literacy is the centerpiece which allows all curricular areas to remain on the same page.

For example, while the 8th grade Language Arts teacher is teaching close reading of literary text, the Social Studies teacher across the hall uses the same text annotation method and vocabulary when the same students are analyzing difficult primary source historical text. The math teacher has students analyzing data from science class. The Language Arts teacher utilizes graphs and data from Science and Math for writing exercises. Reading and Writing and Math literacy strategies are embedded into all of the content areas, and are used uniformly in all instruction. The philosophy of literacy is fluid and consistent. This is not maintained simply; regular team meetings and consultation between teachers is essential to the literacy model.

Fortunately, team meetings are built into the master schedule, and teachers consult regularly with one another throughout the school year and in the summer. Furthermore, because of the small size of the district, the teams are small, with only one teacher per subject per grade level. This makes cross-curricular work more manageable for all involved.

At the center of it all are books, books, books. The teaching staff and school community understand that to make a literacy model work is to give time to read: in school and at home every day. We know that “frequent, voluminous reading” is the only way to achieve our common goal: “for every child to become a skilled, passionate, habitual, critical reader” (Atwell, 2007). With that in place, our job of creating thoughtful, reflective learners is that much easier—across all subject areas.

2. Other Curriculum Areas:

The focus on literacy at South Side Middle School extends well beyond the walls of the Language Arts classroom. Content area teachers recognize and encourage the benefits of reading often and well. Similarly, teachers of specials such as art, music, physical education and technology recognize and encourage students to be critical readers and interpreters of the world around them.

South Side Middle School’s technology initiatives are a shining example of literacy integration. South Side Middle School, with the entire district, has been a technology leader in our area, and in the nation. In 2011, Columbiana Schools ranked #7 in the nation in U.S. News & World Report’s “Most Connected Classrooms,” based on an index which measured student-to-computer ratio, Internet access/speed, and technical support. Students have both opportunity and availability to become very technologically literate. Our curriculum, however, is not simply “program” or “application” based. We approach our technology education in the same way that we approach our content areas—we work to build broad critical literacy skills; the technology is only the means to that end.

Technology is integrated into the regular classrooms at every grade level and content area. Students utilize technology throughout their school day—not just during a designated technology class. Teachers have mobile and hardwired labs available for use, and are used seamlessly in classrooms. The technology teachers are deliberately made available, through master scheduling, to help content area teachers in the planning and implementation of lessons involving technology. Given this interrelationship, technology teachers always aware of what technology skills are needed to supplement and assist students in content areas, and lessons

are designed accordingly. This integration is essential to create digital literacies for all of our students—a goal that matches the vision and literacy goals of South Side.

Technology is not studied for technology’s sake at South Side. The overall goal is to make students smart and critical readers of the digital landscape. This vision is consistent with the larger goal of creating “skilled, passionate, habitual, critical reader[s].” “Reading” digital information—whether it be video, graphic or text—matches larger literacy goals. We hope to make students passionate readers and inquirers by giving them many opportunities, in many genres and platforms, to read and interpret the world. Digital literacy is certainly a necessary and essential piece, but our goal is for students to view the digital landscape as one piece of the larger literacy landscape.

21st century information and platforms change by the minute. Anticipating these changes is a fruitless task for educators; so giving students flexible literacy skills becomes paramount. While reading digital text is a priority, frequent reading and reflection on all platforms remains the focus. Teaching students to understand any information they encounter, in whatever form it may take is essential. We spend volumes of time exposing students to many texts, but more importantly, we spend the time necessary to teach students to interpret the “rules” of any new writing, graphic or video that may come down the pike. Giving students the essential understandings and tools to make critical judgments and generalizations about the information that they encounter, whatever the form, remains the focus.

Facilitating critical understanding within the fine arts not only heightens artistic experiences for students, but also enhances literacy and critical thinking skills. All students at South Side take band, choir or general music for the entire school year, nearly every day; each student also takes art for an entire term. These classes focus well beyond performance and product. Our teachers deepen artistic understandings by sharing both professional and amateur exemplars. The ensuing discussion and research allow students to become critical thinkers, performers and creators—understanding their own artistic visions more deeply.

Similarly, semester-long physical education classes for all our students encourage them to develop a critical understanding of themselves—their fitness, nutrition and their own healthful place in the world. Critical time is spent educating students about the why and wherefore of health and wellbeing. Again, we hope that these critical lessons will extend beyond their days at South Side and provide for students the tools to make smart, informed decisions at pivotal points beyond middle school.

3. Instructional Methods and Interventions:

The instructional focus of South Side Middle School is individualized literacy and inquiry. Students are encouraged, from day one, to select their own reading material, research ideas and topics based on interest, and write about matters that concern them. Because of this approach, we feel as though we can meet the needs of a very broad range of student abilities and backgrounds. We meet our students where they are, and work to help them grow at a pace that is challenging, but not impossible.

To meet this end, we employ a full inclusion model for our identified Special Education students (those students with IEPs and 504s); Inclusion Specialists are fully integrated co-teachers, and not only plan with content teachers, but teach with them side-by-side. Because of the highly individualized nature of an inquiry and workshop approach, there is little need for extensive adaptations and modifications to curriculum—all students are working at their own level, so students with identified learning disabilities are rarely singled out or made to feel “less” than others.

Identified Gifted students are serviced in the Language Arts classes at all grade levels in South Side Middle School. This decision was made deliberately. With our stance on literacy, we feel that the best way to service and push our Gifted population is to keep them reading volumes, and closely monitor their growth. With choice, we ensure that students have challenging texts available and the reading is frequent, but this also prevents the “I finished this project, now what?” syndrome from occurring. Gifted students are expected (like all other students) to move on to the next book, the next text, the next inquiry—all with a designated monitor of growth in the Gifted Inclusion Specialist.

All students receive individualized instruction. While students take the lead in their own learning—choosing texts and inquiries that they are motivated to pursue—they are by no means working statically. Teachers in all content areas, including Inclusion Specialists for both Gifted and Special Education, push students to grow and make choices that will challenge them—when they are ready. Once students are comfortable in their own reading and interpreting of text and data, teachers have honed their skills to move students “up” a level—to challenge them without frustrating them. This is not a “Sustained Silent Reading” program, or “Reading for Points.” Instead, it is a challenging and rigorous and demanding stance—one that expects every child to read and grow daily.

PART V – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results Narrative Summary:

Summary of Assessment Results

South Side Middle School has consistently been the highest scoring middle school in math and language arts in not only Columbiana County but in the 3 county area surrounding Youngstown, Ohio. Trends in specific areas and with identified sub groups either show constant excellence or growth in gaps that may appear at a particular grade level, class as it travels through the middle school or sub group.

MATH

South Side Middle School math scores consistently rank as county leaders. The 5th grade test scores are generally the lowest in the building. They still rank high compared to similar schools as the 5th grade test is considered the toughest grade level test of the 4 OAA tests given. South Side uses data from the 5th grade and intervenes throughout the 6th grade year to achieve scores that are some of the highest in the state. Both individual and group data is used throughout the student's 7th and 8th grade years to maintain test score excellence and meet the identified needs which have been uncovered through testing.

ENGLISH/LANGUAGE ARTS

The South Side Middle School Language Arts program is the core of our student's academic success. Every grade level has a double period Language Arts block. One principle of our block that distinguishes us from the surrounding schools is the usage of the allotted time. Many schools use their second block for silent reading or homework activities. The 90 minute time period at South Side consists of multiple areas of instruction and multiple student assignments and work expectations. There is very little time busy work which is expect to be completed as homework. Time given during class for reading is dedicated for the student's passionate, individualized reading choices.

A second area that sets South Side apart is the choice of student reading material which is available to all students. Each Language Arts instructor has their own library which contains various genres for students to read and develop a love of reading. The students at South Side love to read and can be seen reading anytime they have the opportunity.

2. Assessment for Instruction and Learning and Sharing Assessment Results:

ASSESSMENT FOR INSTRUCTION AND LEARNING AND SHARING ASSESSMENT RESULTS

Usage of Assessment Data

South Side Middle School uses data provided by the Ohio Department of Education gained through the results of the Ohio Achievement Assessment. Results in raw data form from the previous school year are released in the middle to late June after school has been released for the summer. South Side instructors report to school to get raw data to review on the students they had in class that year as well as the students that will be entering their rooms that upcoming August. The instructors reflect on their successes or failures from the previous year through data breakdown. They also specifically note anticipated gains (gap closings) for individual students or groups that had been targeted for that year. The success rate of targeted individuals or groups is very high with less than 5% of the students showing a gap widening once they have been targeted. Instructors then share their findings with the teacher those students will be having during the upcoming year (as I previously mentioned, these instructors already have picked up raw data on their incoming students). Instructors at this point can begin over summer vacation to rethink their general plans for the upcoming year and identify students that will require special attention in some way.

Prior to the start of the school year the district and building receives reports and a report card with a breakdown of data from the previous year. Information contained in these reports shows a bigger picture and helps to illustrate trends and gaps. This information is presented and discussed during in- service activities prior to the first day of school. During this time instructors officially sit down with the teachers

from the previous year of their current students and the current teachers of the students they had in their class last year. Once again information is shared about the entire class, sub groups and individuals.

During the school year, instructors continually share information through common planning time which is built into their schedule as well as occasional release time to meet as a larger group.

Sharing of Assessment Results

Results of the OAA assessment from the previous year are shared with the parents and the community in the fall as the new school year begins. A report card for the building is published for public viewing and each student receives a report card which is mailed home to the parent. This information is released by the Ohio Department of Education.

Part VI School Support

1. School Climate/Culture

The moment one walks through the doors of South Side Middle School, a feeling of warmth and encouragement welcomes one into its midst. This school is home for literacy, learning, and personal growth. While the building may be unpretentious, the staff is extraordinary. Each administrator, teacher, paraprofessional, counselor, etc. greets the opportunity to instill a love of literacy with enthusiasm and dedication. Columbiana Exempted Village Schools identify the follow as one of its major goals:

"To create and sustain a positive environment which nurtures students, fosters learning, and facilitates communication among all staff and with the community."

South Side Middle School is a nurturing environment for students and teachers alike. With less than four hundred students in grades five through eight, the teachers, administrators, and staff know every student by name and endeavor to individualize each child's education. Teachers get to know students as discover the unique qualities that make each student exceptional. South Side staff members learn the children's interests, their strengths, weaknesses, and the way each child learns best.

At South Side Middle School, students are never numbers. By discovering the character in every child, teachers determine what motivates each student. For example, in Language Arts classes every student conferences with the teacher who facilitates the child in finding books that appeal to their interests and academic need for stretch. Often teachers will help a student discover a book that connects with his or her life in ways that are simply profound. It is through the teacher's intimate understanding of the child's character that he or she can find books that meet not only academic need for challenge and growth but the social and emotional needs of the particular child. The child strengthened by this literacy experience both academically and emotionally, carries this success into every content area.

South Side Middle School has developed a culture in which teachers are trusted to ensure students' individual needs are evaluated and addressed. Teachers communicate daily about students' academic, social, and emotional needs. The staff of South Side Middle School makes such communication a priority by scheduling daily common planning periods for each grade level so that teachers have dedicated time each day to address individual student needs. In addition, teachers and building principal meet weekly in planned grade level team meetings designed to address concerns regarding the students of that grade level in general as well as concerns regarding specific students who may be struggling with an academic issue or with a social or emotional problem that has come to their attention. During these meetings the team shares insights, experiences, and professional understanding of the issues at hand. Solutions are developed and implemented to benefit the students and improve the literacy of our responsive learning community. While administrators provide support, guidance, and leadership, teachers know they are trusted and their professional contributions are valued.

2. Engaging Families and Community

As part of a quaint and close knit community, South Side Middle School plays an important role in the lives of Columbiana families. Administrators and teachers alike welcome the cooperation and support of the Columbiana community. The adage that it takes a village to raise a child is certainly true in this charming small town where school staff, community volunteers, and parents work hand in hand to help students achieve success. Parents, grandparents, older siblings, coaches, clergy, and community leaders -all play a part as we endeavor to improve the academic success and emotional development of our youth.

Ultimately, the goal is to instill in these students a lifelong literacy and future success through education. It is in these middle years that students truly develop the reading and writing competencies that will enable them to learn independently and to compete in college and career. These essential skills are strengthened by the encouragement of family and community.

Columbiana Exempted Village School District encourages parents to act as literacy partners with school staff. This is accomplished in multiple ways. Parents of South Side Middle School students are invited to orientation days and our annual fall open house where teachers communicate and establish a working relationship with parents. Parents are encouraged to be literacy partners in their students' lives. South Side Middle School teachers invite parents to share their personal love of reading and writing with their child.

South Side Middle School has participated in the Youngstown State University English Festival for over 25 years. At this nationally recognized event the students have the opportunity to meet authors of young adult literature and gain deeper insights. Often parents choose to read these books along with their children and establish reading and discussing literature as a family event. Another of the school's most treasured annual traditions is the Book Fair in which the community is invited into South Side Middle

School to share lunch and shop for books with their students. The parents and grandparents are often lined up out the door on these special days as they embrace the love of reading with their loved ones.

Columbiana Exempted Village School District is also a leader in using technology to strengthen the literacy partnership between parents and school staff. Each teacher maintains a webpage where he or she communicates specific goals often providing literary or informational texts to be shared or assignments to be completed. Giving parents access to the daily instruction helps them to understand the core expectations and to reinforce these literacy skills in their own interactions with their child. Parents are given access to their children's grades via Parent Access. This allows a high level of communication and sharing of important assessment data between teacher, parent, and student. Teachers at South Side Middle School strive to meet the individual needs of every student and understand that their efforts will be most successful when paired with the cooperation and respect of the community.

3. Professional Development

Columbiana Exempted Village School District has a long tradition of hiring outstanding teachers and administrators with the highest credentials, yet to achieve solid and consistent success these educators need the opportunity for quality professional development. South Side Middle School encourages and supports professional development in several ways. Educators are encouraged to pursue continuing education that meets their individual needs in terms of educational research, curriculum, instruction, or content area. Administrators make sure to share information about upcoming classes or workshops that teachers will find helpful or interesting. Recently, the building principal enrolled in a graduate level class alongside several of his teachers and they pursued this professional development together. This sense of teamwork and camaraderie adds to the positive learning environment and improves the morale of the building as a whole.

In addition to individual professional development, South Side Middle School strives to provide its staff with the opportunity to meet and work closely with consultants from the Mahoning County Educational Service Center. Literacy consultants from the Mahoning County ESC bring knowledge of research based best practices and can communicate the need for cross curricular approach to literacy along with knowledge and practical understanding of the newest standards and testing expectations. Language Arts teachers are invited to the monthly Language Arts Workshop Survival meetings where they meet with the county's best literacy consultants and work collaboratively with other teachers from throughout the area.

This group of Language Arts teachers also meets for several days each summer to work on literacy curriculum and resources. The MCEC also organizes beneficial conferences for educators in the community bringing in experts like Kyleen Beers whose reading strategies benefit all content areas. From integrating technology to meeting the challenge of gifted learners to understanding the Common Core, these conferences enable teachers to maintain the high level of professional knowledge they need to help students achieve consistent academic success.

In addition to the typical professional development available in many school districts, Columbiana Schools are fortunate to have developed a partnership with Youngstown State University, a preeminent leader in young adult literacy. YSU is nationally renowned for its English Festival, the paradigm for all

young adult literature festivals. Youngstown State is a leader in the field; the English department at YSU regularly advocates for the inclusion of young adult literature in middle school classrooms. They give teachers tools to help students gain a depth and breadth in their reading, recognize the best quality literature and informational texts for young adults, and ignite an enthusiasm and passion in both teachers, students, and the community. In addition South Side Middle School regularly welcomes student teachers from YSU, fresh new teachers who have emerged from this literacy leader. These unique opportunities allow South Side Middle School teachers to become leaders in their own right.

4. School Leadership

South Side Middle School is privileged to have a leadership philosophy that encourages the contributions and recognizes the hard work of all those responsible for the students' academic, social, emotional, and physical growth. Administrators establish the high expectations for student success and facilitate the efforts of the teaching and support staff to meet those ends. South Side Middle School's principal and assistant principal work closely in partnership with the staff to create a positive learning environment – a culture of literacy, where students' reading and writing reflects individualized learning. The leaders convey expectations and communicate their priorities but encourage teachers to make decisions based on every individual student's needs for success. In turn, teachers know that these choices will be supported by administrators.

Administrators have given Language Arts teachers the freedom to establish well-rounded classroom libraries with books for every interest and ability level. Teachers research and identify books that middle school students will benefit from reading and bring these books into classrooms. Teachers are given a wide latitude to bring in a large variety of reading material suited for the needs of a wide range of abilities, interests and backgrounds of middle school students in general, and South Side Middle School students, specifically.

Curriculum decisions are student-responsive, and this, necessarily, is a more challenging task for delivery and administration. Consequently, administrators are often asked to support this individualization by helping to acquire materials for struggling students, provide flexible classroom configurations for differentiation and individualization, and adapt technology use for students working at different places and levels. This can be a daunting task, but one that is embraced by the leaders in our school. They truly support the team effort of making our students literate beings—“skilled, passionate, habitual, critical readers.”

PART VIII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>Ohio Achievement Assessment</u>
All Students Tested/Grade: <u>5</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>Ohio Department of Education</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
Proficient and above		75	96	81	84
accelerated and advanced		45	64	40	57
Number of students tested		71	74	75	93
Percent of total students tested		97	95	100	99
Number of students tested with alternative assessment					
% of students tested with alternative assessment		3	5	0	1
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above		65	94	67	78
accelerated and advanced		35	59	24	45
Number of students tested		31	34	21	40
2. Students receiving Special Education					
Proficient and above		73	100	54	43
accelerated and advanced		45	73	15	29
Number of students tested		11	11	13	14
3. English Language Learner Students					
Proficient and above					
accelerated and advanced					
Number of students tested					
4. Hispanic or Latino Students					
Proficient and above					
accelerated and advanced					
Number of students tested					
5. African- American Students					
Proficient and above					
accelerated and advanced					
Number of students tested					
6. Asian Students					
Proficient and above					
accelerated and advanced					
Number of students tested					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
7. American Indian or Alaska Native Students					
Proficient and above					
accelerated and advanced					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above					
accelerated and advanced					
Number of students tested					
9. White Students					
Proficient and above		75	96	82	84
accelerated and advanced		46	63	39	57
Number of students tested		67	70	72	88
10. Two or More Races identified Students					
Proficient and above					
accelerated and advanced					
Number of students tested					
11. Other 1: Other 1					
Proficient and above					
accelerated and advanced					
Number of students tested					
12. Other 2: Other 2					
Proficient and above					
accelerated and advanced					
Number of students tested					
13. Other 3: Other 3					
Proficient and above					
accelerated and advanced					
Number of students tested					

NOTES: Due to a repair of the roof in the 5th grade wing, the 5th grade was not housed at SSMS during the 2013-2014 school year.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>Ohio Achievement Assessment</u>
All Students Tested/Grade: <u>6</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>Ohio Department of Education</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
Proficient and above	100	96	97	96	99
accelerated and advanced	80	79	73	81	94
Number of students tested	71	76	78	91	77
Percent of total students tested	96	94	100	99	98
Number of students tested with alternative assessment					
% of students tested with alternative assessment	1	6	0	1	2
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above	100	94	96	98	97
accelerated and advanced	69	71	62	70	88
Number of students tested	32	31	26	40	32
2. Students receiving Special Education					
Proficient and above	100		100	86	94
accelerated and advanced	90		91	57	75
Number of students tested	10		11	14	12
3. English Language Learner Students					
Proficient and above					
accelerated and advanced					
Number of students tested					
4. Hispanic or Latino Students					
Proficient and above					
accelerated and advanced					
Number of students tested					
5. African- American Students					
Proficient and above					
accelerated and advanced					
Number of students tested					
6. Asian Students					
Proficient and above					
accelerated and advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
Proficient and above					
accelerated and advanced					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above					
accelerated and advanced					
Number of students tested					
9. White Students					
Proficient and above	100	96	97	95	99
accelerated and advanced	83	77	74	83	95
Number of students tested	66	71	74	88	73
10. Two or More Races identified Students					
Proficient and above					
accelerated and advanced					
Number of students tested					
11. Other 1: Other 1					
Proficient and above					
accelerated and advanced					
Number of students tested					
12. Other 2: Other 2					
Proficient and above					
accelerated and advanced					
Number of students tested					
13. Other 3: Other 3					
Proficient and above					
accelerated and advanced					
Number of students tested					

NOTES: 2012-2013 student with disabilities numbers were less than 10

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>Ohio Achievement Assessment</u>
All Students Tested/Grade: <u>7</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>Ohio Department of Education</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
Proficient and above	94	91	95	97	94
accelerated and advanced	66	46	46	62	46
Number of students tested	71	80	93	74	68
Percent of total students tested	96	100	97	97	99
Number of students tested with alternative assessment					
% of students tested with alternative assessment	4	0	1	3	1
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above	88	79	93	93	91
accelerated and advanced	58	28	40	43	32
Number of students tested	33	29	45	30	22
2. Students receiving Special Education					
Proficient and above		85	100		75
accelerated and advanced		31	58		17
Number of students tested		13	12		12
3. English Language Learner Students					
Proficient and above					
accelerated and advanced					
Number of students tested					
4. Hispanic or Latino Students					
Proficient and above					
accelerated and advanced					
Number of students tested					
5. African- American Students					
Proficient and above					
accelerated and advanced					
Number of students tested					
6. Asian Students					
Proficient and above					
accelerated and advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
Proficient and above					
accelerated and advanced					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above					
accelerated and advanced					
Number of students tested					
9. White Students					
Proficient and above	94	92	94	97	94
accelerated and advanced	66	47	47	62	43
Number of students tested	67	76	89	71	63
10. Two or More Races identified Students					
Proficient and above					
accelerated and advanced					
Number of students tested					
11. Other 1: Other 1					
Proficient and above					
accelerated and advanced					
Number of students tested					
12. Other 2: Other 2					
Proficient and above					
accelerated and advanced					
Number of students tested					
13. Other 3: Other 3					
Proficient and above					
accelerated and advanced					
Number of students tested					

NOTES: 2 years of students with disabilities have totals under 10 students.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>Ohio Achievement Assessment</u>
All Students Tested/Grade: <u>8</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>Ohio Department of Education</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
Proficient and above	98	96	91	93	95
accelerated and advanced	58	67	54	58	56
Number of students tested	84	92	74	72	59
Percent of total students tested	100	99	97	99	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	1	3	1	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above	93	91	84	85	94
accelerated and advanced	41	50	47	40	44
Number of students tested	29	34	32	20	16
2. Students receiving Special Education					
Proficient and above	93	100		67	72
accelerated and advanced	50	50		17	36
Number of students tested	14	12		12	11
3. English Language Learner Students					
Proficient and above					
accelerated and advanced					
Number of students tested					
4. Hispanic or Latino Students					
Proficient and above					
accelerated and advanced					
Number of students tested					
5. African- American Students					
Proficient and above					
accelerated and advanced					
Number of students tested					
6. Asian Students					
Proficient and above					
accelerated and advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
Proficient and above					
accelerated and advanced					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above					
accelerated and advanced					
Number of students tested					
9. White Students					
Proficient and above	98	97	90	93	96
accelerated and advanced	61	68	52	57	61
Number of students tested	79	87	71	68	51
10. Two or More Races identified Students					
Proficient and above					
accelerated and advanced					
Number of students tested					
11. Other 1: Other 1					
Proficient and above					
accelerated and advanced					
Number of students tested					
12. Other 2: Other 2					
Proficient and above					
accelerated and advanced					
Number of students tested					
13. Other 3: Other 3					
Proficient and above					
accelerated and advanced					
Number of students tested					

NOTES: Students with disabilities has less than 10 students in 2011-2012.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>Ohio Achievement Assessment</u>
All Students Tested/Grade: <u>5</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>Ohio Department of Education</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
Proficient and above		80	97	92	80
accelerated and advanced		15	45	23	26
Number of students tested		71	74	75	92
Percent of total students tested		97	95	100	99
Number of students tested with alternative assessment					
% of students tested with alternative assessment		3	5	0	1
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above		68	97	76	70
accelerated and advanced		16	38	10	15
Number of students tested		31	34	21	40
2. Students receiving Special Education					
Proficient and above		82	91	69	57
accelerated and advanced		27	45	8	14
Number of students tested		11	11	13	14
3. English Language Learner Students					
Proficient and above					
accelerated and advanced					
Number of students tested					
4. Hispanic or Latino Students					
Proficient and above					
accelerated and advanced					
Number of students tested					
5. African- American Students					
Proficient and above					
accelerated and advanced					
Number of students tested					
6. Asian Students					
Proficient and above					
accelerated and advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
Proficient and above					
accelerated and advanced					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above					
accelerated and advanced					
Number of students tested					
9. White Students					
Proficient and above		81	97	92	81
accelerated and advanced		16	44	22	27
Number of students tested		67	70	72	88
10. Two or More Races identified Students					
Proficient and above					
accelerated and advanced					
Number of students tested					
11. Other 1: Other 1					
Proficient and above					
accelerated and advanced					
Number of students tested					
12. Other 2: Other 2					
Proficient and above					
accelerated and advanced					
Number of students tested					
13. Other 3: Other 3					
Proficient and above					
accelerated and advanced					
Number of students tested					

NOTES: Due to a roof repair in the 5th grade wing, 5th grade was housed in another building during the 2013-2014 school year.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>Ohio Achievement Assessment</u>
All Students Tested/Grade: <u>6</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>Ohio Department of Education</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
Proficient and above	100	96	94	98	99
accelerated and advanced	59	49	54	50	86
Number of students tested	71	76	78	91	77
Percent of total students tested	96	94	100	99	97
Number of students tested with alternative assessment					
% of students tested with alternative assessment	4	6	0	1	3
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above	100	94	85	98	97
accelerated and advanced	50	42	27	33	78
Number of students tested	32	31	26	40	32
2. Students receiving Special Education					
Proficient and above	100		91	86	92
accelerated and advanced	30		27	14	67
Number of students tested	10		11	14	12
3. English Language Learner Students					
Proficient and above					
accelerated and advanced					
Number of students tested					
4. Hispanic or Latino Students					
Proficient and above					
accelerated and advanced					
Number of students tested					
5. African- American Students					
Proficient and above					
accelerated and advanced					
Number of students tested					
6. Asian Students					
Proficient and above					
accelerated and advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
Proficient and above					
accelerated and advanced					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above					
accelerated and advanced					
Number of students tested					
9. White Students					
Proficient and above	100	96	93	98	99
accelerated and advanced	59	48	55	49	85
Number of students tested					
10. Two or More Races identified Students					
Proficient and above					
accelerated and advanced					
Number of students tested					
11. Other 1: Other 1					
Proficient and above					
accelerated and advanced					
Number of students tested					
12. Other 2: Other 2					
Proficient and above					
accelerated and advanced					
Number of students tested					
13. Other 3: Other 3					
Proficient and above					
accelerated and advanced					
Number of students tested					

NOTES: Students with disabilities had less than 10 students testing in 2012-2013.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>Ohio Achievement Assessment</u>
All Students Tested/Grade: <u>7</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>Ohio Department of Education</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
Proficient and above	99	89	93	95	97
accelerated and advanced	72	49	46	65	57
Number of students tested	71	81	93	75	68
Percent of total students tested	96	100	99	97	99
Number of students tested with alternative assessment					
% of students tested with alternative assessment	4	0	1	3	1
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above	97	83	84	90	91
accelerated and advanced	58	17	31	50	36
Number of students tested	33	29	45	30	22
2. Students receiving Special Education					
Proficient and above		77	92		92
accelerated and advanced		0	25		25
Number of students tested		13	12		12
3. English Language Learner Students					
Proficient and above					
accelerated and advanced					
Number of students tested					
4. Hispanic or Latino Students					
Proficient and above					
accelerated and advanced					
Number of students tested					
5. African- American Students					
Proficient and above					
accelerated and advanced					
Number of students tested					
6. Asian Students					
Proficient and above					
accelerated and advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
Proficient and above					
accelerated and advanced					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above					
accelerated and advanced					
Number of students tested					
9. White Students					
Proficient and above	99	88	92	96	97
accelerated and advanced	72	50	46	65	57
Number of students tested	67	76	89	72	63
10. Two or More Races identified Students					
Proficient and above					
accelerated and advanced					
Number of students tested					
11. Other 1: Other 1					
Proficient and above					
accelerated and advanced					
Number of students tested					
12. Other 2: Other 2					
Proficient and above					
accelerated and advanced					
Number of students tested					
13. Other 3: Other 3					
Proficient and above					
accelerated and advanced					
Number of students tested					

NOTES: Students with disabilities did not have 10 students in the subgroup in 2013-2014 or 2010-2011.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>Ohio Achievement Assessment</u>
All Students Tested/Grade: <u>8</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>Ohio Department of Education</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
Proficient and above	98	97	92	93	95
accelerated and advanced	80	73	62	72	76
Number of students tested	85	91	77	71	59
Percent of total students tested	100	99	97	99	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	1	3	1	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above	97	94	91	80	88
accelerated and advanced	69	56	53	55	69
Number of students tested	29	34	32	20	16
2. Students receiving Special Education					
Proficient and above	93	92		67	82
accelerated and advanced	50	58		8	55
Number of students tested	14	12		12	11
3. English Language Learner Students					
Proficient and above					
accelerated and advanced					
Number of students tested					
4. Hispanic or Latino Students					
Proficient and above					
accelerated and advanced					
Number of students tested					
5. African- American Students					
Proficient and above					
accelerated and advanced					
Number of students tested					
6. Asian Students					
Proficient and above					
accelerated and advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
Proficient and above					
accelerated and advanced					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above					
accelerated and advanced					
Number of students tested					
9. White Students					
Proficient and above	99	97	92	94	98
accelerated and advanced	81	72	62	72	80
Number of students tested	79	87	74	67	51
10. Two or More Races identified Students					
Proficient and above					
accelerated and advanced					
Number of students tested					
11. Other 1: Other 1					
Proficient and above					
accelerated and advanced					
Number of students tested					
12. Other 2: Other 2					
Proficient and above					
accelerated and advanced					
Number of students tested					
13. Other 3: Other 3					
Proficient and above					
accelerated and advanced					
Number of students tested					

NOTES: Students with disabilities during the 2011-2012 school year did not have 10 students in the sub group.